

Woodlands Park Primary School

Abbot Road, Ivybridge, Devon, PL21 9TF

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leadership is outstanding. The headteacher, ably supported by committed staff at all levels, has maintained the school's strengths from the previous inspection and improved on them significantly.
- Achievement is outstanding. All groups of pupils, including the most able, disadvantaged pupils in receipt of pupil premium funding, disabled pupils and those with special educational needs, make outstanding progress. Attainment in reading, writing and mathematics is well above average in both Key Stage 1 and Key Stage 2.
- Children in early years get an excellent start to their school career in Reception. They make outstanding progress and are very well prepared for their transition to Year 1.
- Pupils behave outstandingly well and feel very safe in school. Attendance is above average. Pupils love coming to school and take on responsibilities willingly.
- Outstanding teaching, characterised by high expectations, ensures that pupils fulfil their potential.
- The headteacher checks the quality of teaching and learning relentlessly. All staff are held fully accountable for pupils' progress and the success of the school.
- The headteacher is uncompromisingly committed to excellence and provides valued support to other schools. Staff from other schools visit Woodlands to see best practice.
- A rich curriculum helps to ensure that pupils' spiritual, moral, social and cultural development is outstanding. Pupils have an excellent understanding of modern British society and concepts such as tolerance and democracy.
- Pupils are very well cared for. They make great strides in their personal development as well as gaining the skills and knowledge to equip them securely for the next stage of their education.
- The governing body is very effective both in supporting the leadership and holding it to account for all aspects of the school's high levels of performance.

Information about this inspection

- Inspectors observed 14 lessons. They carried out two of the observations jointly with the headteacher. Inspectors also visited shorter sessions and listened to pupils reading.
- The inspectors held meetings with pupils, staff and four members of the governing body. An inspector had a telephone conversation with a representative from the local authority.
- The inspection team took account of 57 responses to the online questionnaire, Parent View, and 18 questionnaires returned by staff.
- The inspectors looked at a range of documents, including: the school's view of its own effectiveness; the school's planning for improvement; minutes of governors' meetings; information relating to the school's checks on the quality of teaching; and data on pupils' current attainment and progress. Inspectors looked at information relating to safeguarding and samples of pupils' work.

Inspection team

John Laver, Lead inspector	Additional Inspector
Linda Rowley	Additional Inspector
Lara Furmidge	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The great majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of pupils eligible for pupil premium funding is less than half the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and pupils who are looked after.
- There are two Reception classes, which the children attend full time. All pupils in Key Stage 1 and Key Stage 2 are taught in several mixed-age classes.
- The school meets the floor standards, which are the government's minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school operates a breakfast club.
- The headteacher has a role outside the school, supporting headteachers in other schools and contributing to the training of middle leaders in schools as part of a national programme.

What does the school need to do to improve further?

- Get pupils to write in more depth in subjects outside of literacy lessons, thereby increasing the opportunities for them to further practise their excellent writing skills.

Inspection judgements

The leadership and management are outstanding

- The headteacher is very successful in her relentless drive to continually improve the school. Staff unanimously support the commitment to excellence, particularly in teaching. Pupils, parents and carers greatly appreciate the results, as they emphasised to inspectors during the inspection.
- The leadership's success is evident in the improvements made to what was already strong performance at the time of the previous inspection. Pupils throughout the school achieve outstandingly well both in acquiring skills and knowledge and developing as confident and well-rounded individuals. The school prepares them excellently for the next stage of their education elsewhere.
- Teaching has improved. Both teachers and support staff have very high expectations. They welcome the rigorous accountability for progress. The leadership team is very adept at quickly addressing any variations in the quality of teaching and learning which occur from time to time. All adults in the school are excellent role models for pupils.
- Subject leaders and staff with responsibilities for year groups support the senior leadership very well. Like the senior school leadership, their work in supporting colleagues is meticulous and they rigorously check the quality of teaching and learning.
- The leadership has highly effective assessment systems in place. These are used to quickly identify those pupils who would benefit from additional support. As a result, all pupils, including the most able, disadvantaged pupils and those vulnerable pupils with particular learning needs make outstanding progress. As such, this is a very inclusive school. All pupils have the opportunity to do well in a very safe environment in which discrimination is not tolerated.
- The leadership manages staff performance very effectively. The headteacher, closely supported by governors, links teachers' pay and responsibilities very closely to pupils' progress. There are excellent opportunities for staff to develop their teaching skills.
- The school's curriculum meets pupils' needs and interests outstandingly well. Pupils enjoy the range of topics which develop skills and knowledge as they move up through the school. Pupils appreciate the wide range of activities such as clubs for sports and other interests, and also the breakfast club
- The leadership uses additional funding to very positive effect. For example, the use of pupil premium funding to provide extra staff support for some disadvantaged pupils has resulted in their excellent progress both inside and outside of the classroom. The additional funding for sport is used mainly to employ specialist teaching in physical education. This has markedly increased pupils' sporting prowess and the confidence of staff in teaching various sports.
- The school promotes pupils' spiritual, moral, social and cultural education outstandingly well. Pupils love taking on responsibility, and the school gives them many opportunities to do so through organisations like the school council. Among other successes, the council has worked to improve playground facilities. Year 6 pupils enjoy coaching younger pupils.
- The school encourages pupils to think about concepts such as democracy and promotes respect for others' opinions and values which are part of modern British society. Older pupils, for example, learn about how contentious local environment issues are reported and resolved. Pupils take pride in their surroundings as well as in their own work. They are recognised as excellent ambassadors for the school.
- The school meets all safeguarding requirements. All staff are trained in appropriate child protection procedures. Both staff and pupils are very aware of the importance of safety. The school keeps good records and quickly addresses any potential issues.
- The local authority has no concerns about the school and uses it as a positive example to other schools of what can be achieved. The leadership buys in some local authority support because it is not complacent and is always looking for further improvement. The school uses its links with other schools for pupils' benefit, for example so they can use sports and science facilities in the local secondary school. The headteacher gives valued support to a range of other schools. Staff from other schools visit Woodlands Park to develop their own expertise. The school is outgoing and very welcoming.
- **The governance of the school:**
 - Governors are experts in their role. They have a high profile in the school and are strongly involved in all its activities, including visiting lessons, talking regularly with staff and pupils and attending events. They also pass on their expertise to governors in other schools. The governing body holds Woodlands Primary to account rigorously. Governors challenge the leadership on aspects such as spending on resources like the pupil premium funding to ensure best value for money. Governors themselves

evaluate the impact. Governors have an excellent understanding of the qualities of teaching in the school. They fully understand assessment data, and know first hand how well the pupils in the school do compared to those elsewhere. Governors, like the headteacher, ensure that every teacher's performance is rigorously managed and rewarded appropriately. Governors themselves seek the views of pupils and parents and carers, and play an important role not just in holding the school to account but maintaining and building on its strengths.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They enjoy coming to school and attendance is above average. Pupils are punctual and move around the school without fuss.
- Relationships are very positive. The learning environment is both calm and purposeful.
- Pupils like their lessons and enjoy learning. They take pride in their work and older pupils told inspectors that they like to be challenged. They like their teachers and want to do very well. Pupils like helping each other and want to take on responsibility. They value their school council and opportunities such as when Year 6 pupils coach younger ones and they get the opportunity to contribute to making school rules.
- Parents and carers, staff and pupils all believe that behaviour in lessons and around the school is very good. When there is the very occasional untoward incident, the staff deal with it very effectively, as school records show.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents and carers are unanimous in stating that their children are very safe in school, and pupils agree.
- Pupils do not regard bullying as an issue for the school. The school works hard at teaching pupils about potential dangers such as misuse of the internet, so that pupils understand that bullying can take different forms: verbal, physical and psychological. Pupils feel safe from these and feel confident that there are adults to whom they can turn and who will deal promptly with any incidents should they occur.
- The school looks after its vulnerable pupils very well. Staff check absences and follow them up meticulously. There is excellent support for those who need it.
- There are excellent procedures in place for pupils to make a smooth transition when they join the school for the first time and when they leave at the end of Year 6 to join another school. There are strong links with pre-schools, other schools and the local secondary school to which most pupils transfer at the end of Year 6.
- Parents and carers greatly appreciate the excellent quality of care and support.

The quality of teaching is outstanding

- Teaching has improved since the previous inspection, as the school's own meticulous tracking shows. The leadership has high expectations of teaching, but also provides teachers with a lot of support and opportunities to develop their skills further. The consistently high-quality teaching, allied to pupils' very positive attitudes towards learning, is a key reason for the outstanding progress which all groups of pupils make.
- Teachers are ably supported by teaching assistants both inside and outside the classroom. Their support particularly helps disabled pupils and those with special educational needs make strong progress in English and mathematics.
- Teachers make sure that the most able pupils do appropriately challenging work. Consequently, they make outstanding progress.
- Other groups, such as those disadvantaged pupils who are supported by additional funding, are well taught. Work is tailored to their particular needs.
- Teachers mark pupils' work conscientiously. Teachers give a lot of information to pupils on what they have done well and how they can improve their work. Pupils told inspectors how much this helped them to do well. Pupils also know exactly what they should be learning, and why.
- Teachers teach reading very effectively. Pupils regularly learn to spell quite difficult words. Last year there was a drop in spelling standards, mainly because several pupils joined the school well into Key Stage 2 and did not do well in the end test. The school immediately put strategies in place to rectify this. The teaching of spelling, grammar and punctuation has been given even greater priority. These skills are now

taught on a regular basis. Standards have quickly risen, as is evident in pupils' written work.

- Mathematics is taught very well. Pupils do challenging tasks, particularly in solving problems which interest them. For example, pupils experience problem-solving and practical activities which empower them to apply their classroom learning. Pupils learn appropriate mathematical vocabulary well.
- Writing is taught very well. Pupils write in a variety of styles, often at length. Although pupils do write in a variety of other subjects, they usually do not achieve quite as much depth as in their literacy-based lessons. The leadership recognises this as an area in which teachers can raise their already high expectations still further.
- Pupils achieve outstandingly well in a range of subjects. They do exceptionally well in physical education, because of enthusiastic and expert teaching, as was observed during the inspection. The teaching of music is another strength of the school. All Key Stage 2 pupils learn to play three or four instruments during their school career.
- Pupils believe that they are taught very well, as do their parents and carers. Inspectors agree with them.

The achievement of pupils

is outstanding

- Pupils make excellent progress in all year groups. Their attainment by the end of Key Stage 1 is above average and equally strong in all subjects, as was evident in last year's national tests and over several years. While in Year 1, pupils of all abilities do better in the phonics check (linking letters and sounds) than is expected nationally. This partly explains why reading standards are high. Many pupils read accurately, fluently, expressively and with confidence.
- Attainment by the end of Key Stage 2 is above average. In the last set of national test results there was some variation in attainment between different subjects. This was due partly to some pupils joining the school at other than the usual times, and shortly before the test. The leadership quickly addressed this issue and attainment is increasingly well above average in all subjects. Pupils in the school are currently on track to meet challenging targets, taking them significantly above the national average. The school's assessments of pupils' attainment and progress are very accurate, and staff share their knowledge of how to achieve this accuracy with other local schools.
- Standards in speaking and listening are high. Pupils are encouraged to discuss their ideas. They enjoy doing this in class, and listen well to each other. They enjoy responding to high-quality questioning.
- Standards are high in writing, especially in pupils' English books. Pupils write reflective poetry, fiction and non-fiction with both creativity and increasing sophistication as they move up through the school. Presentation of work is usually very good, because pupils take pride in it.
- Standards are high in mathematics. Pupils make rapid progress, particularly in using mathematical skills to solve practical problems.
- All groups of pupils make outstanding progress to a much greater extent than is usual nationally. Disabled pupils and those with special educational needs do so well, usually because staff identify their learning needs early and give these pupils high-quality support.
- The most able pupils achieve exceptionally well, and increasingly so. Where there were gaps in the progress between boys and girls, they have considerably narrowed, although they have not completely disappeared in all classes. The great majority of the most able pupils attain well above average levels of attainment, because they do work appropriate to their abilities.
- There are relatively few disadvantaged pupils in receipt of additional funding in some classes. They achieve outstandingly well. For some time there has been no gap in their achievement compared to other pupils' in the school, and some of these pupils have been among the highest attainers in the school. This remains so. These pupils also achieve at a much faster rate than similar pupils in schools elsewhere.
- Pupils show excellent progress and attainment in a range of subjects. Standards in physical education and music are high, partly because pupils get excellent specialist input from staff in these subjects.
- Inspectors agree with the parents and carers who are confident that their children do very well at school.

The early years provision

is outstanding

- Leadership and management of the early years provision are excellent. Experienced staff assess children's achievement accurately and keep accurate records of their progress in all areas of learning.
- The leadership makes parents and carers very welcome in the school and ensures that they play a full part in the induction process as children join the school. The leadership has maintained the high standards

from the previous inspection. Staff maintain strong links with local pre-school providers to ensure a fruitful transition into Reception.

- Children make outstanding progress during their time in Reception. Most join Reception with levels of skill, knowledge and understanding at or above those typical for their age. They quickly build on these until they are very well prepared for their move into Year 1.
- There are very few gaps in children's learning, and when any are identified, staff quickly address them. This is why, along with the high expectations of staff generally, the teaching in early years is outstanding. Inspectors saw children developing excellent early writing skills in lessons, and children were then able to read their work accurately to the inspector. Children also quickly develop very good counting skills. Many children speak confidently and at some length.
- As well as learning key skills and developing a very good understanding of the world around them, children make great strides in their personal development. This happens whether working with staff or working and playing with each other. Children cooperate very well and have learned classroom routines very quickly. As a result, behaviour and attitudes towards learning are excellent.
- When children are with staff, they learn quickly. For example, when in phonics sessions, the children rapidly learn how to form letters and words accurately. When they are doing a range of activities that either they or someone else has chosen, children concentrate well, are enthusiastic and often help each other. They love activities such as painting and role play. Skilled staff know how to keep stimulating their learning, getting children to think about why they are doing particular activities and what the results might be.
- The learning environment for children is vibrant, with a good range of resources and displays to maintain children's curiosity and enthusiasm about learning.
- Parents and carers are rightly very appreciative of the excellent provision for their children.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113336
Local authority	Devon
Inspection number	448446

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Iain Grafton
Headteacher	Heather Hanrott
Date of previous school inspection	18–19 May 2010
Telephone number	01752 690046
Fax number	01752 698342
Email address	admin@woodlandspark.devon.sch.uk

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